



## A C FLORA HIGH

1 Falcon Dr.  
Columbia, SC 29204

|                       |                   |              |
|-----------------------|-------------------|--------------|
| <b>Grades</b>         | 9-12 High School  |              |
| <b>Enrollment</b>     | 1,357 Students    |              |
| <b>Principal</b>      | Richard McClure   | 803-738-7317 |
| <b>Superintendent</b> | Dr. Percy A. Mack | 803-231-7500 |
| <b>Board Chair</b>    | Vince Ford        | 803-231-7556 |

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING | GROWTH RATING  |
|-------------|-----------------|----------------|
| <b>2010</b> | <b>Average</b>  | <b>At-Risk</b> |
| 2009        | Good            | Below Average  |
| 2008        | Good            | Excellent      |
| 2007        | Good            | Excellent      |
| 2006        | Good            | At-Risk        |

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS\*

|           |      |         |               |         |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 5         | 15   | 5       | 0             | 0       |

\* Ratings are calculated with data available by 03/24/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

|                        | Our High School |       |       | High Schools with Students Like Ours |       |       |
|------------------------|-----------------|-------|-------|--------------------------------------|-------|-------|
| Percent                | 2008            | 2009  | 2010  | 2008                                 | 2009  | 2010  |
| Passed 2 subtests (%)  | 77.8%           | 79.2% | 77.9% | 85.7%                                | 82.0% | 82.7% |
| Passed 1 subtest (%)   | 11.4%           | 10.5% | 11.2% | 8.0%                                 | 10.5% | 10.2% |
| Passed no subtests (%) | 10.8%           | 10.2% | 10.9% | 6.3%                                 | 8.3%  | 7.8%  |

HSAP Passage Rate by Spring 2010

|         | Our High School | High Schools with Students Like Ours |
|---------|-----------------|--------------------------------------|
| Percent | 90.3%           | 92.6%                                |

Four-Year Cohort Graduation Rate

|  | Our High School |       | High Schools with Students Like Ours |       |
|--|-----------------|-------|--------------------------------------|-------|
|  | 2009*           | 2010  | 2009*                                | 2010  |
| Number of Students in Four-Year Cohort | 328             | 341   | 401                                  | 429   |
| Number of Graduates in Cohort          | 273             | 227   | 302                                  | 322   |
| Rate                                   | 83.2%           | 66.6% | 72.9%                                | 74.0% |

\*Used to calculate current AYP.

End of Course Tests

| Percent of tests with scores of 70 or above on: | Our High School | High Schools with Students Like Ours* |
|---|-----------------|---------------------------------------|
| Algebra 1/Math for the Technologies 2           | 54.5%           | 78.7%                                 |
| English 1                                       | 71.7%           | 75.3%                                 |
| Physical Science                                | 53.1%           | 67.0%                                 |
| US History and the Constitution                 | 31.3%           | 54.3%                                 |
| All Tests                                       | 54.3%           | 68.1%                                 |

\* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

School Profile

|  | Our School | Change from Last Year | High Schools with Students Like Ours | Median High School |
|--|------------|-----------------------|--------------------------------------|--------------------|
| <b>Students (n=1,357)</b>  |            |                       |                                      |                    |
| Retention rate   | 5.0%       | Down from 7.5%        | 3.5%                                 | 3.7%               |
| Attendance rate  | 96.3%      | Down from 96.7%       | 95.9%                                | 95.4%              |
| Eligible for gifted and talented   | 32.0%      | Up from 30.6%         | 16.0%                                | 12.4%              |
| With disabilities other than speech  | 8.5%       | Up from 7.7%          | 9.8%                                 | 12.8%              |
| Older than usual for grade   | 9.7%       | Up from 8.2%          | 7.7%                                 | 9.1%               |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.1%       | Down from 0.3%        | 0.7%                                 | 1.1%               |
| Enrolled in AP/IB programs   | 52.0%      | Up from 41.4%         | 20.7%                                | 13.1%              |
| Successful on AP/IB exams  | 45.8%      | Down from 60.3%       | 59.1%                                | 50.4%              |
| Eligible for LIFE Scholarship  | 28.8%      | Down from 30.6%       | 30.9%                                | 30.4%              |
| Annual dropout rate  | 3.5%       | Up from 2.8%          | 2.8%                                 | 3.1%               |
| Career/technology students in co-curricular organizations                    | 0.0%       | Down from 0.6%        | 2.2%                                 | 2.2%               |
| Enrollment in career/technology courses                                      | 451        | Down from 587         | 807                                  | 424                |
| Students participating in work-based experiences                             | 1.4%       | Down from 1.5%        | 22.7%                                | 11.7%              |
| Career/technology students attaining technical skills                        | 74.1%      | Down from 75.9%       | 81.1%                                | 78.7%              |
| Career/technology completers placed  | 100.0%     | No Change             | 99.9%                                | 98.5%              |
| <b>Teachers (n=86)</b>   |            |                       |                                      |                    |
| Teachers with advanced degrees   | 72.1%      | Up from 68.2%         | 60.6%                                | 60.4%              |
| Continuing contract teachers   | 72.1%      | Up from 71.6%         | 78.3%                                | 76.6%              |
| Teachers with emergency or provisional certificates                          | 5.1%       | Down from 7.7%        | 5.1%                                 | 6.5%               |
| Teachers returning from previous year  | 85.0%      | Down from 86.3%       | 87.4%                                | 86.8%              |
| Teacher attendance rate  | 95.2%      | Down from 95.3%       | 95.8%                                | 95.8%              |
| Average teacher salary*  | \$52,332   | Up 1.2%               | \$48,040                             | \$47,390           |
| Professional development days/teacher  | 13.0 days  | Down from 13.8 days   | 9.2 days                             | 10.0 days          |
| <b>School</b>  |            |                       |                                      |                    |
| Principal's years at school  | 4.0        | Up from 3.0           | 3.5                                  | 4.0                |
| Student-teacher ratio in core subjects                                       | 25.4 to 1  | Up from 24.5 to 1     | 28.7 to 1                            | 25.8 to 1          |
| Prime instructional time   | 90.5%      | Down from 91.1%       | 90.6%                                | 90.1%              |
| Dollars spent per pupil**  | \$7,732    | Up 1.8%               | \$6,931                              | \$7,974            |
| Percent of expenditures for teacher salaries**                               | 68.0%      | Down from 69.5%       | 58.3%                                | 55.4%              |
| Percent of expenditures for instruction**                                    | 73.4%      | No Change             | 61.5%                                | 60.4%              |
| Opportunities in the arts  | Excellent  | No Change             | Excellent                            | Excellent          |
| SACS accreditation   | Yes        | No Change             | Yes                                  | Yes                |
| Parents attending conferences  | 95.7%      | Up from 94.1%         | 96.7%                                | 96.0%              |
| Character development program  | Average    | No Change             | Good                                 | Good               |
| Modern language program assessment   | N/A        | N/A                   | Good                                 | Average            |
| Classical language program assessment  | N/A        | N/A                   | Good                                 | Average            |

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

Performance By Student Groups

|                            | HSAP Passage Rate by Spring 2010 |       | End of Course Tests Passage Rate |       | On-time Graduation Rate, 2010 |       |                   |
|----------------------------|----------------------------------|-------|----------------------------------|-------|-------------------------------|-------|-------------------|
|                            | n                                | %     | t                                | %     | n                             | %     | Met AYP Objective |
| All Students               | 259                              | 90.3% | 1096                             | 54.3% | 341                           | 66.6% | No                |
| Gender                     |                                  |       |                                  |       |                               |       |                   |
| Male                       | 133                              | 88.0% | 521                              | 53.2% | 171                           | 62.0% | N/A               |
| Female                     | 126                              | 92.9% | 575                              | 55.3% | 170                           | 71.2% | N/A               |
| Racial/Ethnic Group        |                                  |       |                                  |       |                               |       |                   |
| White                      | 137                              | 97.1% | 486                              | 75.3% | 162                           | 82.7% | N/A               |
| African American           | 108                              | 81.5% | 530                              | 35.7% | 153                           | 50.3% | N/A               |
| Asian/Pacific Islander     | N/A                              | N/A   | 19                               | 63.2% | N/A                           | N/A   | N/A               |
| Hispanic                   | N/A                              | N/A   | 48                               | 43.8% | 14                            | 50.0% | N/A               |
| American Indian/Alaskan    | N/A                              | N/A   | N/A                              | N/A   | N/A                           | N/A   | N/A               |
| Disability Status          |                                  |       |                                  |       |                               |       |                   |
| Disabled                   | 11                               | 45.5% | 75                               | 21.3% | 16                            | 31.3% | N/A               |
| Migrant Status             |                                  |       |                                  |       |                               |       |                   |
| Migrant                    | N/A                              | N/A   | N/A                              | N/A   | N/A                           | N/A   | N/A               |
| English Proficiency        |                                  |       |                                  |       |                               |       |                   |
| Limited English Proficient | N/A                              | N/A   | 49                               | 34.7% | 16                            | 62.5% | N/A               |
| Socio-Economic Status      |                                  |       |                                  |       |                               |       |                   |
| Subsidized meals           | 72                               | 77.8% | 400                              | 33.5% | 107                           | 45.8% | N/A               |

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

Report of Principal and School Improvement Council

A.C. Flora High School serves 1,315 students from urban, suburban, and rural home settings. Socio-economically, the population ranges from poverty to great wealth. Approximately 52% of our students are white, 40% African-American, and the remaining 8% of students speak more than 17 different languages other than English. Proudly, A.C. Flora High School is synonymous with diversity.

The graduating class of 257 ranked seniors in 2010, includes five National Merit Finalists, three National Merit Scholarships, and five semi-finalists. Additionally, we have 52 International Baccalaureate Diploma Programme candidates (20%), 50 Richland One Academic All-Stars (19%), 17 Palmetto Fellow participants (7%), 76 Life and 42 Hope Scholarship offers representing 46% of the graduating class.

Accolades include ACT composite mean score of 19.9, the highest in the District, and the SAT mean score, 1,029, which is not only the highest in the District but it also exceeds the State average (985) and the National average (1017) in Critical Reading and math. For the second year, Flora has won the South Carolina Department of Education Palmetto Gold Award for its Absolute Rating as well as the Silver Award for Improvement in Literacy. Further, innovative approaches to instruction, such as video documentary and academic literacy classes, and one instructional coach supports literacy strategies across the curriculum.

Of the 102 faculty members, sixty-three percent have earned master's degrees or above. Nineteen are National Board Certified teachers. The faculty has been trained in the High Schools That Work (HSTW) initiative focusing on the ten key instructional practices for increasing student achievement.

A.C. Flora has been the H.B. Rhame award winner for the past five years, the top athletic program in Richland One School District. We currently offer 46 athletic teams and over 30 active student clubs. We were regional champions in girls' tennis and girls' golf. The boys' golf team reigned again as state champions for the fifth time in the last eight years. We have two Academic All-Americans in swimming. Visual arts, drama, and dance flourish at Flora, and a rigorous curriculum includes Honors, AP and IB Diploma Programme course selections. Our Nova-Net lab provides students the opportunity for credit recovery support.

The consistently high volunteerism and parent involvement at AC Flora uniquely represent a significant commitment to the school's success. We openly solicit parent involvement in planning for the future of our school. Community members and business partners enrich our student environment with their support.

AC Flora focuses on continuous data collection and interpretation to drive school-based decision-making. On-going faculty staff development assures high-quality, challenging, and appropriate instruction for all students.

Andrew Smith, SIC Chairperson

Richard K. McClure, Principal

Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 79       | 191       | 21       |
| Percent satisfied with learning environment            | 62.0%    | 64.9%     | 66.7%    |
| Percent satisfied with social and physical environment | 64.6%    | 61.7%     | 76.2%    |
| Percent satisfied with school-home relations           | 82.3%    | 80.3%     | 66.7%    |

\* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

|                                 |    |
|---------------------------------|----|
| School Adequate Yearly Progress | NO |
|---------------------------------|----|

This school met 12 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

|                           |     |
|---------------------------|-----|
| School Improvement Status | N/A |
|---------------------------|-----|

School Improvement Key

|       |   |
|-------|---|
| NI    | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.   |
| CSI   | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.   |
| CA    | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.                                    |
| RP    | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R     | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.                                |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."            |
| HOLD  | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."      |

Teacher Quality Data

|   |              |       |
|---|--------------|-------|
|   | Our District | State |
| Classes in low poverty schools not taught by highly qualified teachers  | 1.8%         | 1.9%  |
| Classes in high poverty schools not taught by highly qualified teachers | 2.7%         | 5.6%  |

|   |            |                 |                     |
|---|------------|-----------------|---------------------|
|   | Our School | State Objective | Met State Objective |
| Classes not taught by highly qualified teachers | 1.3%       | 0.0%            | No                  |

HSAP Performance By Group

|  | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient or Advanced* | District % Proficient or Advanced* | State % Proficient or Advanced* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------------|------------------------------------|---------------------------------|---------------------------|-----------------------------|
| English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced) |                               |          |               |         |              |            |                                  |                                    |                                 |                           |                             |
| All Students   | 315                           | 99       | 10.4          | 21.9    | 31.3         | 36.4       | 74.7                             | 58.5                               | 65.9                            | Yes                       | Yes                         |
| Male   | 157                           | 98.7     | 11            | 25.5    | 33.8         | 29.7       | 71                               | 53.7                               | 60.8                            | N/A                       | N/A                         |
| Female   | 158                           | 99.4     | 9.9           | 18.4    | 28.9         | 42.8       | 78.3                             | 62.9                               | 71                              | N/A                       | N/A                         |
| White  | 170                           | 99.4     | 4.3           | 10.4    | 34.8         | 50.6       | 89.6                             | 84.6                               | 77.5                            | Yes                       | Yes                         |
| African American   | 133                           | 98.5     | 18.9          | 36.1    | 27.9         | 17.2       | 54.9                             | 51.6                               | 49.7                            | No                        | Yes                         |
| Asian/Pacific Islander   | 3                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                              | I/S                                | 80.2                            | I/S                       | I/S                         |
| Hispanic   | 7                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                              | 56.7                               | 56.8                            | I/S                       | I/S                         |
| American Indian/Alaskan  | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                              | I/S                                | 65.9                            | I/S                       | I/S                         |
| Disabled   | 22                            | 100      | 75            | 18.8    | 6.3          | 0          | 6.3                              | 12.4                               | 21.3                            | I/S                       | I/S                         |
| Migrant  | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                              | N/A                                | I/S                             | N/A                       | N/A                         |
| Limited English Proficient   | 8                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                              | 63.2                               | 47.3                            | I/S                       | I/S                         |
| Subsidized meals   | 103                           | 99       | 23.7          | 34.4    | 24.7         | 17.2       | 51.6                             | 47.4                               | 51.5                            | No                        | Yes                         |

|  |     |      |      |      |      |      |      |      |      |     |     |
|--|-----|------|------|------|------|------|------|------|------|-----|-----|
| Mathematics - State Performance Objective = 70.0% (Proficient or Advanced) |     |      |      |      |      |      |      |      |      |     |     |
| All Students   | 315 | 98.1 | 16.7 | 22.8 | 22.8 | 37.8 | 68.7 | 52.1 | 62.3 | No  | Yes |
| Male   | 157 | 98.7 | 16.6 | 24.1 | 24.8 | 34.5 | 68.3 | 51.5 | 61.7 | N/A | N/A |
| Female   | 158 | 97.5 | 16.8 | 21.5 | 20.8 | 40.9 | 69.1 | 52.7 | 63   | N/A | N/A |
| White  | 170 | 98.8 | 5.5  | 17.2 | 22.1 | 55.2 | 84   | 78.8 | 75   | Yes | Yes |
| African American   | 133 | 97   | 30.8 | 30.8 | 25   | 13.3 | 48.3 | 45.3 | 44   | No  | Yes |
| Asian/Pacific Islander   | 3   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 85.5 | I/S | I/S |
| Hispanic   | 7   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 50   | 56.7 | I/S | I/S |
| American Indian/Alaskan  | N/A | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 62.5 | I/S | I/S |
| Disabled   | 22  | 100  | 75   | 18.8 | 6.3  | 0    | 6.3  | 15.4 | 22.1 | I/S | I/S |
| Migrant  | N/A | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | N/A  | I/S  | N/A | N/A |
| Limited English Proficient   | 8   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 50   | 52.6 | I/S | I/S |
| Subsidized meals   | 103 | 97.1 | 35.2 | 29.7 | 20.9 | 14.3 | 41.8 | 40.9 | 48.1 | No  | Yes |

|  |     |      |      |      |      |      |      |     |     |     |     |
|--|-----|------|------|------|------|------|------|-----|-----|-----|-----|
| Physical Science (End-of-Course Test performance by Group) |     |      |      |      |      |      |      |     |     |     |     |
| All Students   | 315 | 88.9 | 52.5 | 19.6 | 11.4 | 16.4 | 27.9 | N/A | N/A | N/A | N/A |
| Male   | 157 | 86.0 | 53.3 | 17.8 | 11.9 | 17.0 | 28.9 | N/A | N/A | N/A | N/A |
| Female   | 158 | 91.8 | 51.7 | 21.4 | 11.0 | 15.9 | 26.9 | N/A | N/A | N/A | N/A |
| White  | 170 | 91.8 | 32.1 | 25.6 | 16.7 | 25.6 | 42.3 | N/A | N/A | N/A | N/A |
| African American   | 133 | 85.0 | 80.5 | 10.6 | 5.3  | 3.5  | 8.8  | N/A | N/A | N/A | N/A |
| Asian/Pacific Islander                                     | 3   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | N/A | N/A | N/A | N/A |
| Hispanic   | 7   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | N/A | N/A | N/A | N/A |
| American Indian/Alaskan                                    | N/A | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | N/A | N/A | N/A | N/A |
| Disabled   | 22  | 45.5 | N/AV | N/AV | N/AV | N/AV | N/AV | N/A | N/A | N/A | N/A |
| Migrant  | N/A | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | N/A | N/A | N/A | N/A |
| Limited English Proficient                                 | 9   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | N/A | N/A | N/A | N/A |
| Subsidized meals   | 103 | 77.7 | 77.5 | 12.5 | 5.0  | 5.0  | 10.0 | N/A | N/A | N/A | N/A |

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

| Two-Year HSAP Trend Data   |             |                               |          |               |         |              |            |                                  |                                    |                                 |
|--|-------------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------------|------------------------------------|---------------------------------|
|  | School Year | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient or Advanced* | District % Proficient or Advanced* | State % Proficient or Advanced* |
| English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced) |             |                               |          |               |         |              |            |                                  |                                    |                                 |
| All Students   | 2009        | 339                           | 98.2     | 11.5          | 24.8    | 31.8         | 31.8       | 73.9                             | 56.4                               | 61.8                            |
|  | 2010        | 315                           | 99       | 10.4          | 21.9    | 31.3         | 36.4       | 74.7                             | 58.5                               | 65.9                            |
| Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)           |             |                               |          |               |         |              |            |                                  |                                    |                                 |
| All Students   | 2009        | 339                           | 98.5     | 17.8          | 20.4    | 24.8         | 36.9       | 69.1                             | 52.3                               | 62.7                            |
|  | 2010        | 315                           | 98.1     | 16.7          | 22.8    | 22.8         | 37.8       | 68.7                             | 52.1                               | 62.3                            |

\* Adjusted to account for natural variation in performance.